

difficulty *must* arise in every school, it was felt that it was quite unavoidable that these gaps in chronology should occur, and it was suggested that some time might be given once a week to reading up the chief facts in the period missed, or that a book, such as *Our Island Story*, might be given to the children to read for themselves.

Geography.—In this subject the students found it impossible to get through the work set in Classes II., III., and IV., and it was decided to ask Miss Mason that less work might be set for the term in these three classes.

Plutarch's Lives and *Latin* were not discussed, as papers were read later on these subjects.

Arithmetic.—Book suggested for mental work, *Blackie's Mental Arithmetic*.

Geometry.—It was found that the work in Class II. could not be done in the given time, and it was suggested that some of it might be taken in Arithmetic time, instead of a greater number of problems (as both are chiefly concerned with reasoning, and of equal value in this respect), as it is necessary to get the amount of geometry set for the term finished in order to continue the next term's work.

DISCUSSION ON SCOUTING.

On being asked where the signs were to be put, Miss Clendinnen said they put them wherever there might be a choice of ways.

Prisoners are made by touching or catching, as previously arranged. Miss Rothera said she had tried a map and compass race, telling the children to pace one hundred yards to the North and then to the North-east, for example, using compasses.

It was decided that when pacing is done by little children, the sum may be worked by the teacher.

A student suggested that those who live in towns, and were unable to scout, might let the children describe houses passed in their walk.

For indoor work children might be trained to describe the wall-papers, carpets, etc., in various rooms.

The Chairman said that boy scouts had to pass examinations, the first on making of knots, the next to run a mile in a certain number of minutes, another to be able to make a fire, using only two matches.

Flag-signalling can be used in scouting, and a paper chart showing signs and letters can be procured for 2d.

It was urged that the students should make practical use of Baden Powell's book, *Scouting for Boys*.

LATIN—THE USE OF SCOTT AND JONES.

BY MISS H. FOUNTAIN.

IN writing this paper I have tried to set forth the method which, so it seems to me, is intended by the writers of the book. And for this purpose I shall frequently refer to the Preface, which many of you have doubtless read. I advise everyone to re-read this Preface whenever a difficulty arises. It is worth while to study it carefully before beginning to use the book.

First of all it will be well to see what is the scope of this first Latin Course, and we find that it gives us:

(1) Nouns of the First, Second, and Third Declensions, Singular and Plural;

(2) Adjectives of both classes;

(3) Pronouns—Personal, Reflexive, and Interrogative;

(4) Verbs—Present Indicative of the four Conjugations Active and Passive, and Infinitive and Imperative Active only. Also the Present Imperfect and Future of the verb Sum.

(5) Prepositions—In, Ex, Ante, Ab, etc.

Preparatory Schools differ, I believe, in what they require from a boy of nine or ten when he enters the school, and though they may say the Declensions and the Four Conjugations Active Voice, I am sure they would be well satisfied if

half only of this book had been carefully worked and thoroughly mastered by a new boy.

Then being quite clear in our own mind as to the scope of the book as a whole, we must next notice the scope of the pages set for the term's work. Take the first ten pages for instance. We find there are four chapters. (1) The First gives the Nominative Singular of Masculine, Feminine and Neuter nouns from the First and Second Declensions with the adjectives of the first class; (2) the Second Chapter gives the Nominative Plural of the same nouns and adjectives; (3) the Third Chapter gives the Genitive Singular of the same nouns and adjectives; (4) the fourth chapter the Genitive Plural of the same. This does not seem much for a term's work, and if some of us find difficulty in getting through it, it is because we cannot see the wood for the trees. If we consider the various sections as so many aids towards reaching that goal we shall be more likely to attain it.

In taking the first lesson I should begin with the *Lectio*, writing the four words *via*, *scutum*, *insula*, and *gladius* on the blackboard, and giving the meaning of each before putting the book into the pupil's hand. Then when he knows the names of the things he is going to read about, let him begin. The teacher should read each sentence first, the pupil repeating and translating with assistance. I would always encourage a pupil to find out the meaning himself, giving him help by suggesting French or English words derived from the Latin. Having been through the first *Lectio* in this way, I should let the child read it in Latin, and translate, seeing how much he could do without help. Then comes the *Proverbium* which the teacher is urged in the Preface to make a part of each lesson, the object being to add to the pupil's vocabulary, and to ensure an approximately correct pronunciation. And another advantage of the proverbs is that they impress (unconsciously perhaps) the grammatical point of each lesson. When you notice that the first few proverbs give examples of the agreement

of the adjective with its noun, that the next are chosen to illustrate the Genitive Case, followed by others containing examples of the Accusative Case, you will see the use of committing them to memory.

A Colloquium generally follows each *Lectio*, and prepares the way for a *Viva Voce*. It can be read and translated by teacher and pupil, or by two pupils, and had better be done twice, so that each pupil does the whole.

Perhaps you have heard it said that there are no Declensions in Scott and Jones, or there is no Grammar. But wait. We are coming to the *Viva Voce* now, which may be the most important part, for it is sure to give rise to a need for some grammatical explanation. We may find that this goes very well at first, the pupil giving answers in which the adjective agrees with the noun in a perfectly satisfactory and surprising way, but a sudden mistake makes us aware that the pupil's fluency was parrot-like, being quite unintentional. There is no foundation as yet. And now comes the opportunity to explain the why and the wherefore. This is what we read in the Preface: "The grammar, while advancing *pari passu* with the reading, should be absolutely systematic; that the grammar should be learnt by living practice, not by rote, and that every effort should be made to discourage the learning of grammatical forms divorced from their proper context." Here we recognise one of the principles of the Gouin Method.

We must use the names of genders, cases and tenses even if the children have not learned any English Grammar.

The Examination Questions give us a clue as to the use of this part of the teaching. The children should be encouraged to make up sentences on a given subject, *e.g.*, quite lately they have been asked to write a conversation between a general and a soldier, and sentences about Crassus.

If the *Viva Voce* takes the form of a conversation, the teacher must insist on the answers to questions being in the form of a complete sentence.

The *Viva Voce* is very fully suggested in the early

chapters, and if we, or rather the pupils, find it tedious, we have the writer's permission to use our own discretion.

In using this book with small boys or girls in Class II., it is not advisable that the English-Latin exercises should be written; but with beginners in Class III. I think it is well to do so as there is time enough for it. They should be written straight off without reference to the vocabulary. Unless the children show a wish to learn the vocabulary, I should tell them the English of the new words in the Latin-English exercises, and afterwards test their knowledge of them by writing them on the blackboard, and having them learnt before the exercise is written. When the children do not write the exercise it should be done orally.

Those of us who have taught Latin from the ordinary Grammars must appreciate the freshness and interest of this book. A little girl of eleven who had been learning Latin about two months, when walking in Chester, and looking at the walls exclaimed: "Quam multae portae sunt, portae sunt quinque." That she should express herself in Latin when seeing the old Roman city with its relics of the past showed the reality of the speech and its appropriateness in her mind, and I was as pleased at that as I should have been if she had begun to talk French on landing at Calais.

DISCUSSION ON THE PRECEDING PAPER.

This paper gave rise to very little discussion. Miss Whittall asked at what age it was thought advisable to begin teaching Latin to boys, and the general opinion seemed to be that eight was not usually too young.

Miss Loveday asked what pronunciation should be used, and whether it was not better to let boys write the "English into Latin" exercises and occasionally a declension, when they had really mastered the use of the cases. She had found it useful to let the boys write the different case endings in various coloured chalks. Miss Fountain said it was always well, if possible, to find out beforehand the method and pronunciation used at the particular school to which a

boy is going, also the standard to which he expected to have attained. For girls she advocated the use of Italian pronunciation. There seem to be several "modern" modes of pronunciation, but Miss Goode said that the "Italian" was recognised by the Board of Education, and Miss Wix stated that she believed it was also in use at the London University.

PLUTARCH.

BY MISS HILDA SMEETON.

AN author of a paper, however humble, must have an apology for her subject. Enthusiasm then shall be my plea, for it was this which won, I must confess, a somewhat reluctant consent when I was asked to write a paper on the best way of teaching Roman and Greek History. I am old enough to remember the cut-and-dried method of teaching Ancient History; it was ancient and dry as dust. There was a separateness about it which allowed of no association with other studies and roused no interest in the people of those stirring and fascinating times. Such names as Ancient History, European History, and so forth, have almost become distasteful to me, for I recognise History as one great stream, whose source is at the beginning of life, and which, fed on its way down the centuries by many tributaries, flows on to us at the present moment bearing on its bosom all its enriching lessons and influences. . . . Plutarch was born, as he himself tells us, at Chæronea, in Boëtia, near to the place described by Epaminondas as the dancing plot of Mars, where three battles were fought, the last of which proved fatal to the liberties of Greece, for there her arms went down to King Philip of Macedonia. Pindar, purest of all Greek poets, Epaminondas, greatest of Greek warriors, and Plutarch, best read of Greek philosophers, gloried in the fact of Boëtian citizenship.

He was born about 50 A.D., when Greece was decadent and a military despotism ruled at Rome. In that city he lectured on ethics and became acquainted with the leading

citizens, but his latter days he spent in his native city. . . . He won great popularity during his lifetime; this rested on his broad humanity. We owe to him many noble sayings. The following is a very striking one: "Truth is the greatest good that man can receive and the goodliest blessing that God can bestow."

Many of his writings are lost, among them his lives of Scipio, Epaminondas and Pindar; the two last would have been specially interesting to us as in them he described his fellow-countrymen.

There are in all forty-six parallel lives; these are written in pairs, one Greek and one Roman, followed by a comparison of the two, and four detached lives. Describing the careers of the greatest men of two great nations, there is no lack in Plutarch of vivid historical tableaux. His story of the defeat, flight, and murder of Pompey is called by Chateaubriand "*le plus beau morceau de Plutarque.*" Plutarch wrote justly criticising, as well as praising impartially, his own compatriots. He wrote to remind these by what virtues their forefathers had won the world and to indicate that the loss of moral sanity must sooner or later cause national decay.

The thoughtful study of History should give abundant ideas for the development of life in all its aspects; it should especially help in the formation of character, and it is character alone which determines a man's degree of usefulness in society and his ability to further the vital interests of the great nation in which he has been born a citizen. This aim of history is reached by the teaching of Plutarch, for in all his lives the character of men is well drawn out, showing cause and effect in their life and work. Some may object to the long difficult names in Plutarch's Lives, but I think children, if interested in a person, soon learn his name, though we should always be careful as teachers that we do not attach too much importance to a name, but rather show by the stirring incidents of a life how vast are its influences for good or evil.

1. Geography and history are closely interwoven by Plutarch. We become acquainted with the peoples of ancient Greece and Rome; we go voyages with them in imagination and make sketch maps of many expeditions; islands and cities which at one time were strange and unheard of become familiar and delightfully commonplace.

Our imagination is also brought into play in other ways. We are taken by the master into the dawn of history to watch the heroes fight unshapely monsters. Theseus among the Athenian Greeks reminds us of our own hero Beowulf: both these foreshadow the known and actual conflict between the good and evil principles.

I think we can now see the importance of the teaching of Plutarch, but how are we to carry this out?

Firstly, there must be many and various methods of illustrating by diagram, maps, etc., as it is a well-known fact that children learn most readily and remember better with the co-operation of the eye.

2. But besides keeping in view this important principle, we must be careful to keep the interest from flagging by all means in our power. This may be done—

(a) By comparison. For instance, in taking the life of Demosthenes, compare his failing of taking bribes with the same weakness in Lord Bacon. This comparison may be worked out by the children themselves in many ways, as with a little encouragement they will take pleasure in discovering likenesses between people of different countries and nations.

(b) The teacher should add any fresh light on the subject on hand by quoting other authorities.

(c) She should encourage occasional discussion upon the moral value of certain sayings, the influence of certain actions, the general tendency of the times.

3. A chart like that suggested in studying the British Museum should be of use in combining simultaneous events in different nations and in placing those of different centuries in their proper sequence. This should help a child to understand better a man's sphere of influence and the effect on his

life and age of advancing civilisation. For instance, more would be expected from the Duke of Wellington than from Alexander, and from Alexander than from Theseus.

4. We must not leave out of sight the value of the children's co-operation and the teacher's enthusiasm, and this last brings me to the point from which I started.

"For what, after all, is the source of all good work, but a God-enthused soul, which, having a vision of the ideal, guards the monotony of work from becoming the monotony of life?" (Westcott).

DISCUSSION ON THE PAPER ON PLUTARCH.

Miss Whittall asked whether one would stop to explain the words while reading.

Miss Smeeton replied that it would be better not to interrupt the reading, but explain after the reading and before the narration. She suggested telling the story quite simply and shortly first if the children find it difficult to understand.

Miss Parish asked which parts were best to select and how to fill in the connecting threads.

Miss Smeeton said she picked out what bears chiefly on the man's life and character. She found *Smith's Classical History of Greece* also *Oman's* useful in obtaining a fair knowledge, which would help her to fill in the threads.

In answer to Miss Flower's question as to whether Plutarch's Lives are used for composition in Classes II. and III., Miss Smeeton thought it would be rather difficult for Class II. to write, and better for them to narrate, letting them draw diagrams of battle, etc., or sketch maps on the board. Class III. can quite well use the Lives for composition.

A question was raised how to get over the difficulty of the language. Miss Parish said she had never found any difficulty in the language, even with children of eight and nine. They seem to be held and fascinated by it, and Plutarch seems to have quite a magical influence. Miss W.

Kitching thought one might explain it first, as long as one did not omit reading Plutarch's actual words. Miss Parish said she thought it better to talk it over with the children than to tell the story first in one's own words. They lose by having the story told them first, as is shown by the way they will afterwards narrate in the teacher's words, not in the language of Plutarch as it is intended they should. We must not turn it into an oral lesson. Miss Rothera said she had used *Tanglewood Tales* last term for Theseus. Miss Parish thought it would have been better to fall back on Charles Kingsley's *Heroes*.

INFLUENCE AND IDEALS.

BY MISS BRADLEY.

My paper is to deal with the question of personal influence in education as opposed to ideals.

The suggestions given by the student who asked for the paper have puzzled me a good deal, but I hope the discussion later on will show where I missed her point and suggest all sorts of cases in which the question of personal influence would crop up.

These are the suggestions sent me: "How far is it right for a teacher to enforce her personality and views on a child, or, rather, should a teacher insist on a child doing things for her own moral good or should she simply point out the ideal and leave the child to neglect the means of attaining it, until she finds out at long last that it is better to strive after an ideal than not to strive at all? The latter way is an extremely slow process and needs much patience on the part of the teacher, but is it a higher way of educating than the other?" You see, a good deal of ground is covered!

"Should the teacher insist on a child doing things for her moral good?" What things are meant? Not, I suppose, cleanliness, punctuality, order, politeness, and other good and necessary everyday habits which affect the whole household and prepare the ground for the foundations of sound